

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **KUMEYAAY ELEMENTARY SCHOOL**

**2018-19**

37-68338-6112460  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Zarzosa, Angela

**Contact Person:** Zarzosa, Angela

**Position:** Principal

**Telephone Number:** 858-279-1022

**Address:** 6475 Antigua Bl, Kumeyaay Elementary, San Diego, CA, 92124-4031,

**E-mail Address:** azarzosa@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: *Kumeyaay Elementary*

SITE CONTACT PERSON: *Angela Zarrosa*

PHONE: *(858) 279-1022* FAX:

E-MAIL ADDRESS: *azarrosa@sandi.net*

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title I Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |   |
|--|---|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <i>-no show of parents</i>                        |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <i>N/A</i>  |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <i>4/6/18 (presented to our GATE Team Leader)</i> |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <i>still forming</i>                              |
| <input type="checkbox"/> Other (list): <u><i>SST</i></u>                                   | Date of presentation: <i>4/6/18</i>                                     |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The site plan or revisions to the site plan were adopted by the SSC on: *4-6-18*

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

*Angela Zarrosa*  
Type/Print Name of School Principal

*Angela Zarrosa*  
Signature of School Principal

*4/6/2018*  
Date

*Steven Lloyd*  
Type/Print Name of SSC Chairperson

*Steven Lloyd*  
Signature of SSC Chairperson

*4-6-18*  
Date

*Steve Livins*  
Type/Print Name of Area Superintendent

*Steve Livins*  
Signature of Area Superintendent

*4/11/18*  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The Kumeyaay Elementary school community is dedicated to ensuring that all students reach their social and academic potential. Approximately 460 students attend Kumeyaay Elementary, 50% white, 20% Hispanic, 14% Asian, and 15% two or more races. African American, Indochinese and Filipino students are also represented within our student population. Students in our Special Education program, Pre-K through 5<sup>th</sup> grade represent 13% of our population, and English Language Learners represent 12% of our population. Students who are English Language Learners and students in our Special Education program are our targeted subgroups. Our focused areas are English Language Arts and Math in the Common Core State Standards (CCSS). These areas are measured through the Smarter Balanced Assessment (SBAC) system, which is a standardized assessment administered once a year in the spring. In addition, math program assessments are frequently implemented school wide, as well as reading and writing assessments that reflect the CCSS.

**SCHOOL VISION AND REALITY**

**School vision: Kumeyaay students will be life-long learners whose knowledge, skills and habits, and positive character traits will enable them to succeed throughout their schooling and in life.** As we continue Common Core Standards implementation, we are committed to ensuring that our students develop 21st century skills and are prepared to be successful in a global society. To accomplish this, we know that our students must be engaged in rigorous and meaningful tasks that will help them develop critical thinking skills and effective communication in speaking and writing as they progress through each grade level. The vision for all Kumeyaay stakeholders is to develop a strong sense of self-efficacy and to support one other in the academic, personal and social success of every student.

At Kumeyaay, we assist students to engage in an ongoing learning process with a growth mindset through setting goals, reflection and seeking opportunities for new learning, continuous improvement, and deeper understanding. This assists in student self-efficacy to utilize resources, collaborate and problem solve. We believe that every student has the ability to be a positive leader and role model to contribute to a positive school culture and comfortable learning environment. Kumeyaay teachers and staff are committed to maintaining a strong, rigorous learning environment that is comfortable for all students.

Currently, teachers collaborate during PLCs to develop instructional plans that are based on assessments and the Common Core standards. Before school began, each grade level met to determine the common assessments that they would use during the first two weeks of school in order to “know their learners” in literacy and in math, and then met to analyze their data. As a result, teachers were able to identify areas of focus for instruction and organize initial groupings of students. Grade level teams then created common assessments and analyzed the results to discuss differentiation and support for struggling students, as well as enrichment for advanced learners. The PLC time has strengthened the quality of planning, calibration and alignment in our grade level teams. As we move forward, we see the need to continue the conversations across grade levels to gain clarity of the standards and student progress, which assists with alignment at all grade levels. Alignment across grade levels is defined by the three cross curricular shifts to the CCSS; intellectual struggle towards independence, reasoning with evidence, academic language expansion, and the mathematical practice standards.

Our students in grades TK/K - 5, set goals for their academic growth and personal growth, in collaboration with the teacher. Students are also learning to evaluate their work, and the work of their peers, using reflective and collaborative conversations. In particular, our students in grades 3-5 are learning how to participate in Socratic Seminars utilizing the new G.A.T.E. icons for depths and complexity. In the last few years, we have initiated several student groups and provided leadership opportunities for students to understand that they have ownership in their education. The change in the larger school culture is beginning to shift to changes in the classroom culture where teachers intentionally provide opportunities for students to own their learning. Examples include goal setting, evaluation, student choice for tasks, methods or topics, co-creating the environment, and strategic problem solving.

### **CORE AND SUPPLEMENTAL SUPPORTS**

#### TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

#### NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

#### Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

#### COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is very important for the school community and teacher growth. We recognize that universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools require effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is a core function for continued improvement by establishing and maintaining a public and persistent focus on educator professional growth.

Professional development is also provided within the structure of Professional Learning Communities (PLC). During PLC meetings, teachers analyze student work to monitor progress and identify specific areas of need. Teachers then strategically plan lessons with differentiated instruction for students in need of additional support within a rigorous and challenging curriculum. Student progress is then shared with parents and the School Site Council.

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

A budget preference meeting was provided to all staff and parents to include the Kumeyaay community in the process of budget development. This meeting included options available for use of funds during the school year, and parents ranked these options by order of preference. Information collected in these meetings was shared with parents, teachers and staff during a staff meeting, a parent meeting, and an SSC meeting. This information was considered when making collaborative decisions for our general budget and the 2018 - 2019 LCFF budget.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Susan Serafino	Classroom Teacher
Ann Yamaguchi	Parent
Angela Zarzosa	Principal
Elena Kutanova	Parent
Giselle Quinci	Parent
Sandra Bever	Parent
Scherry Schnell	Parent
Wendy Aardappel	Classroom Teacher
Steve Lloyd	Classroom Teacher
Samantha Farrar	Classroom Teacher
Penny Cavanagh	Other School Representative
Raina Zou	Parent



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 75% (approx. 56 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 78% (approx. 39 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 57% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 57% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 66% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 62% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 73% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 67% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

State test scores, district assessments, DRA data, ongoing grade level assessments, classroom teacher monitoring sheets.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze student progress at least one time per month. These results will be reported to administration at least 3 times per year and closely monitored throughout the year. Analysis will inform differentiation of instruction and student grouping.

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 75% (approx. 56 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 82% (approx. 40 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 57% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 75% (approx. 3 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 57% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 66% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 62% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 73% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 1 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 67% (approx. 2 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

State test scores, district assessments, DRA data, ongoing grade level assessments, classroom teacher monitoring sheets

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level to analyze student progress at least one time per month. These results will be reported to administration at least 3 times per year and closely monitored throughout the year. Analysis will inform differentiation of instruction and student grouping.

**Area 3: English Learner**

**English Learner SMART Goal:**  
 By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT    Interim Assessments    End-Of-Course  
 Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit  
 Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**  
 ELPAC data, teacher developed assessments, DRA data, ongoing grade level assessments, classroom teacher monitoring sheets

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
 Professional development is provided within the structure of Professional Learning Communities (PLC). During PLC meetings, teachers analyze student work to monitor progress and identify specific areas of need. Teachers then strategically plan lessons with differentiated instruction for students in need of additional support within a rigorous and challenging curriculum. Student progress is then shared with parents and the School Site Council. In addition, teachers participate in monthly professional development meetings for continuous learning and growth. These meetings focus upon district goals for students and school sites, such as student engagement, strategies to identify and assist students in need of extra support, enrichment of PLCs, creation of common and meaningful assessments, co-teaching, and collaboration.

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

By June 2019, at least 75% (approx. 56 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 85% (approx. 43 5th graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal**

Subgroup: African American students

By June 2019, at least 57% (approx. 4 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 75% (approx. 3 5th graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least 57% (approx. 4 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 66% (approx. 2 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 62% (approx. 8 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 73% (approx. 7 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 50% (approx. 1 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 67% (approx. 2 5th graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT   
  Interim Assessments   
  End-Of-Course Exams   
  SBAC   
 DRA2   
 SMI   
 SRI   
 KDS   
 ELPAC   
 ARI   
 MDTP   
 Report Cards   
 End-Of-Unit Assessments   
 PowerSchool   
 Sign In Sheets   
 Other

**Other Assessments (Please Specify):**

DRA data, ongoing grade level assessments, classroom teacher monitoring sheets.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI at least one time per year. Analysis will inform differentiation of instruction and student grouping.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 95% (approx. 333 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 15% (approx. 50 families) will attend "Strategies to Increase Your Child's Reading Level" training to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of all students pre-school through 5th grade.

**What data did you use to form these goals?**

Last year's SPSA goals, current parent participation and engagement opportunities at the school site.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will meet monthly to analyze student progress using site developed criteria. Families are contacted three times per based on progress. In the event that a student is not making progress, the teacher may initiate an SST (Student Study Team) meeting to discuss further support strategies and interventions for the student and to track progress of individual student goals based upon student abilities.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Tier 1***

- All teachers will plan Common Core Standards Based units appropriate for each grade level standards.
- Every English Learner will receive ELD instruction based upon language proficiency level.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e. common assessments, end of unit assessments, and teacher created assessments as well as student reflections to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze student writing using grade level writing rubrics and provide students with opportunities for concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and collaborative tasks to support student understanding.
- All English Learners will be assessed and monitored using ELPAC. Reclassified English Learners will also be monitored.
- District counselor and nurse will facilitate medical, dental and mental health referrals to community agencies.
- District counselor, nurse, teachers, clerk and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to enrich and extend classroom instruction as well as broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of formal and informal assessments to plan instruction, monitor student progress, and adjust instruction accordingly
- Teachers will participate in professional development to strengthen literacy instruction

***Strategic Support (Tier 2)***

- Targeted learning support will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Teachers will make a home contact i.e. progress reporting, phone call, parent conferencing to discuss the progress of their at risk student. This is documented by teachers.
- Push in support instruction will be available for targeted students in need.
- Focused, small group instruction will be provided to students at their point of need, across content areas by classroom teachers.
- Students will engage in level appropriate computer and media supports to accelerate, remediate and re-teach concepts.
- Teachers will utilize the hold and release method as appropriate to keep a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate supplemental supports to provide students learning opportunities in the Least Restrictive Environment.

***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental supports and consultation support for targeted students.

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- Related services will consult with teachers as appropriate to the individual student needs and supports needed.
- Grade level teams to address literacy needs of students who are below proficiency. Teachers may refer student to SST/StI meetings for additional support.
- Psychologist will collaborate with classroom teachers and observe or provide supports as appropriate to assist with differentiating instruction based on student need
- Nurse will provide health and wellness support for individual students as appropriate.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Teachers and support staff will participate in monthly collaborative and teams to discuss and develop strategies to increase student centered instructional time and student engagement.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**

classroom observations  
 conferences with teachers  
 monitoring meetings with teachers  
 focused walkthroughs in content areas

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Kumeyaay staff will engage in the following in order to identify students who are at risk of not meeting grade level standards, develop instructional strategies and supports, and monitor progress: analysis of district and site assessments, grade level calibration for scoring student work and report cards, grade level monitoring and problem solving, Student Study Team and Response to Intervention meetings.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**

\*analysis of student work  
 \*calendar and list of students for SST / RtI team meetings and schedule for follow up  
 \*classroom visits  
 \*schoolwide walkthrough  
 \*grade level monitoring meeting  
 \*teacher and principal monitoring meetings

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

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Staff will engage in professional development aligned to the district's instructional and inquiry focus, which will deepen their understanding of the reading/ writing process (Lucy Calkins Units), math practice standards, CCSS, assessment and data, and differentiating instruction to meet the needs of all learners as they progress towards meeting/exceeding grade level standards.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**

- \*classroom observations
- \*school site walkthroughs
- \*staff reflections
- \*conferencing with staff members
- \*ILT
- \*monitoring meetings

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

Students are supported through the school site counselor, psychologist, school nurse and health tech. Kumeyaay is in the third year of Positive Behavior Interventions and Supports (PBIS) implementation.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**

- \*PBIS team observe and data collection
- \*referral rates
- \*attendance rates
- \*monitoring conferences with teachers
- \*SST / RtI team meeting documents

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**

Parents are invited to monthly tribal meetings, Coffee with the Principal/Family Reading, classroom celebrations and recognitions, and schoolwide events which include Back to School Night, Parent Involvement Day, Science Fair, Variety Show, and Open House as well as other parent organized events. Parent volunteer opportunities are available school wide as well as classroom activities, such as Fine Artists, Everyone a Reader, Fun Run, Garden Club, and Library. Our purpose is to build a community in which parents have multiple opportunities to be engaged in our learning community and enrich our students' experiences. Our belief is that we are partners in educating our students together.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale



**How will you monitor these strategies/activities?**

- \*conference sign in sheets
- \*daily volunteer/visitor logs
- \*attendance rates at Tribal Meetings and schoolwide events

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Teachers are able to meet regularly to analyze student work and monitor performance. Based upon formal and informal assessment results, teachers strategically integrate meaningful interventions within their instruction.</p> <p><b>Identified Need::</b> Students who are not meeting grade level standards greatly benefit from meaningful student grouping and differentiated instruction to meet their individual needs. Teachers meet regularly to discuss student progress, analyze assessments, and meaningfully plan based upon assessment data.</p> <p><b>Target Group::</b> Teachers identify students who are in need of extra support to meet grade level standards. These students are then closely monitored throughout the school year during monthly teacher meetings and meetings with administration at least three times per year.</p> <p><b>Monitoring::</b> DRA scores, teacher monitoring sheets and records, grade level assessments/rubrics</p> <p><b>Personnel Responsible::</b> Teachers/Grade Level Teams, Principal, ILT, Case Managers, Special Education Service Providers</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Provide teachers with grade level collaboration time to plan for instruction and develop supports for students to make academic progress to meet or exceed grade level standards</p> <p><b>Identified Need::</b> Plan units and instructional strategies based on the Common Core Standards and student strengths and needs</p> <p><b>Target Group::</b> Students who are not meeting grade level standards.</p> <p><b>Monitoring::</b> Instructional Units and Lesson Plans Teacher Monitoring Sheets and Records Grade Level Monitoring Conversations (on designated minimum days) Ongoing Classroom Visits</p> <p><b>Personnel Responsible::</b> Teachers, Grade Level Teams, ILT, Principal</p>

**Goal 3: Professional Development**  
 Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**  
 Teachers will engage in professional development opportunities and grade level collaboration which focuses on Common Core Standards based instruction and implementation, assessing and monitoring student progress, and strategic supports for students to meet or exceed grade level standards.

**Identified Need::**  
 To implement Common Core Standards based instruction as well as to refine classroom instructional supports based on student progress, strengths and needs.

**Target Group::**  
 Staff/Students in grades TK-5

**Monitoring::**  
 Teacher Monitoring Sheets and Records  
 Grade Level Monitoring Conversations (on designated minimum days)  
 Ongoing Classroom Visits  
 Teacher Reflections

**Personnel Responsible::**  
 Teachers, Grade Level Teams, ILT, Principal

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Non Clsrn Tchr Hrly		\$2,500.00	\$3,009.75	0166-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	03, LCFF 1, LCFF 2	These funds are made available for our EL Coordinator to test and students and ensure we are meeting legal EL procedures and protocol.
Supplies		\$4,349.00	\$4,349.00	0166-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2	These funds cover classroom materials necessary to enhance and/or supplement instruction.
Prof&Curriclm Dev Vist Tchr		\$4,000.00	\$4,815.60	0166-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 3	These funds are used for visiting teachers during grade level Professional Learning Committee (PLC) meetings.
Prof&Curriclm DevHrlyClsrnTchr		\$1,650.00	\$1,986.45	0166-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2, LCFF 3	These funds are used to cover the costs of visiting teachers in the event that a teacher would like to attend a District or county provided professional development meeting.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Kumeyaay**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	210	64.3	227	70.0	206	72.8	8.5	2.8	207	58.5	227	63.9	207	73.9	15.4	10.0
Female	104	72.1	121	72.7	93	83.9	11.8	11.2	103	64.1	120	61.7	94	74.5	10.4	12.8
Male	106	56.6	106	67.0	113	63.7	7.1	-3.3	104	52.9	107	66.4	113	73.5	20.6	7.1
African American	7	-	9	-	6	-	-	-	6	-	9	-	6	-	-	-
Asian	2	-	3	-	6	-	-	-	2	-	3	-	6	-	-	-
Filipino	5	-	6	-	2	-	-	-	5	-	6	-	2	-	-	-
Hispanic	48	54.2	47	55.3	41	58.5	4.3	3.2	48	43.8	47	46.8	41	58.5	14.7	11.7
Indochinese	12	66.7	9	-	10	60.0	-6.7	-	11	72.7	9	-	10	70.0	-2.7	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
White	99	68.7	113	72.6	106	78.3	9.6	5.7	98	66.3	112	69.6	107	77.6	11.3	8.0
Multiracial	36	66.7	38	68.4	33	75.8	9.1	7.4	36	55.6	39	69.2	33	81.8	26.2	12.6
English Learner	13	38.5	8	-	9	-	-	-	12	33.3	8	-	9	-	-	-
English-Speaking	197	66.0	219	70.3	197	75.6	9.6	5.3	195	60.0	219	64.4	198	76.3	16.3	11.9
Reclassified†	13	69.2	13	84.6	18	72.2	3.0	-12.4	14	71.4	13	76.9	18	77.8	6.4	0.9
Initially Eng. Speaking	184	65.8	206	69.4	179	76.0	10.2	6.6	181	59.1	206	63.6	180	76.1	17.0	12.5
Econ. Disadv.*	39	46.2	44	56.8	38	57.9	11.7	1.1	39	28.2	42	47.6	38	52.6	24.4	5.0
Non-Econ. Disadv.	171	68.4	183	73.2	168	76.2	7.8	3.0	168	65.5	185	67.6	169	78.7	13.2	11.1
Gifted	91	85.7	79	87.3	69	91.3	5.6	4.0	88	80.7	79	81.0	69	88.4	7.7	7.4
Not Gifted	119	47.9	148	60.8	137	63.5	15.6	2.7	119	42.0	148	54.7	138	66.7	24.7	12.0
With Disabilities	25	24.0	21	42.9	17	35.3	11.3	-7.6	25	20.0	20	35.0	17	35.3	15.3	0.3
WO Disabilities	185	69.7	206	72.8	189	76.2	6.5	3.4	182	63.7	207	66.7	190	77.4	13.7	10.7
Homeless	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	34	44.1	38	60.5	31	61.3	17.2	0.8	33	39.4	40	42.5	31	54.8	15.4	12.3

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Kumeyaay**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	75	64.0	93	77.4	53	75.5	11.5	-1.9	74	60.8	93	73.1	53	79.2	18.4	6.1
Female	35	68.6	55	78.2	17	88.2	19.6	10.0	35	65.7	55	69.1	17	82.4	16.7	13.3
Male	40	60.0	38	76.3	36	69.4	9.4	-6.9	39	56.4	38	78.9	36	77.8	21.4	-1.1
African American	4	-	5	-	1	-	-	-	4	-	5	-	1	-	-	-
Asian	0	-	2	-	3	-	-	-	0	-	2	-	3	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	18	55.6	9	-	11	63.6	8.0	-	18	50.0	9	-	11	72.7	22.7	-
Indochinese	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
White	34	67.6	56	80.4	27	77.8	10.2	-2.6	33	66.7	56	75.0	27	77.8	11.1	2.8
Multiracial	16	75.0	15	66.7	6	-	-	-	16	68.8	15	80.0	6	-	-	-
English Learner	7	-	2	-	3	-	-	-	7	-	2	-	3	-	-	-
English-Speaking	68	66.2	91	78.0	50	78.0	11.8	0.0	67	64.2	91	73.6	50	82.0	17.8	8.4
Reclassified†	2	-	5	-	4	-	-	-	2	-	5	-	4	-	-	-
Initially Eng. Speaking	66	65.2	86	79.1	46	76.1	10.9	-3.0	65	63.1	86	74.4	46	80.4	17.3	6.0
Econ. Disadv.*	15	53.3	11	63.6	12	58.3	5.0	-5.3	15	40.0	11	72.7	12	58.3	18.3	-14.4
Non-Econ. Disadv.	60	66.7	82	79.3	41	80.5	13.8	1.2	59	66.1	82	73.2	41	85.4	19.3	12.2
Gifted	30	83.3	28	89.3	12	100.0	16.7	10.7	29	89.7	28	85.7	12	91.7	2.0	6.0
Not Gifted	45	51.1	65	72.3	41	68.3	17.2	-4.0	45	42.2	65	67.7	41	75.6	33.4	7.9
With Disabilities	11	27.3	3	-	17	35.3	8.0	-	11	18.2	3	-	17	35.3	17.1	-
WO Disabilities	64	70.3	90	77.8	50	80.0	9.7	2.2	63	68.3	90	73.3	50	84.0	15.7	10.7
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	13	46.2	15	73.3	4	-	-	-	12	58.3	15	66.7	4	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Kumeyaay**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	76	56.6	67	64.2	83	74.7	18.1	10.5	77	55.8	68	66.2	83	86.7	30.9	20.5
Female	39	64.1	30	66.7	46	84.8	20.7	18.1	40	62.5	31	58.1	46	84.8	22.3	26.7
Male	37	48.6	37	62.2	37	62.2	13.6	0.0	37	48.6	37	73.0	37	89.2	40.6	16.2
African American	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
Asian	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Filipino	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Hispanic	21	52.4	22	50.0	11	63.6	11.2	13.6	21	38.1	22	54.5	11	72.7	34.6	18.2
Indochinese	3	-	3	-	3	-	-	-	3	-	3	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
White	34	52.9	28	67.9	47	76.6	23.7	8.7	35	62.9	28	78.6	47	87.2	24.3	8.6
Multiracial	13	61.5	11	72.7	14	85.7	24.2	13.0	13	53.8	12	75.0	14	92.9	39.1	17.9
English Learner	4	-	5	-	1	-	-	-	4	-	5	-	1	-	-	-
English-Speaking	72	56.9	62	64.5	82	75.6	18.7	11.1	73	56.2	63	68.3	82	86.6	30.4	18.3
Reclassified†	3	-	3	-	6	-	-	-	4	-	3	-	6	-	-	-
Initially Eng. Speaking	69	56.5	59	62.7	76	78.9	22.4	16.2	69	55.1	60	66.7	76	85.5	30.4	18.8
Econ. Disadv.*	17	35.3	18	66.7	11	54.5	19.2	-12.2	17	17.6	18	55.6	11	81.8	64.2	26.2
Non-Econ. Disadv.	59	62.7	49	63.3	72	77.8	15.1	14.5	60	66.7	50	70.0	72	87.5	20.8	17.5
Gifted	26	88.5	26	84.6	26	84.6	-3.9	0.0	26	84.6	26	88.5	26	96.2	11.6	7.7
Not Gifted	50	40.0	41	51.2	57	70.2	30.2	19.0	51	41.2	42	52.4	57	82.5	41.3	30.1
With Disabilities	9	-	9	-	4	-	-	-	9	-	9	-	4	-	-	-
WO Disabilities	67	62.7	58	67.2	79	75.9	13.2	8.7	68	60.3	59	71.2	79	87.3	27.0	16.1
Homeless	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	14	42.9	12	50.0	14	64.3	21.4	14.3	14	35.7	13	38.5	14	71.4	35.7	32.9

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Kumeyaay**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	59	74.6	67	65.7	70	68.6	-6.0	2.9	56	58.9	66	48.5	71	54.9	-4.0	6.4
Female	30	86.7	36	69.4	30	80.0	-6.7	10.6	28	64.3	34	52.9	31	54.8	-9.5	1.9
Male	29	62.1	31	61.3	40	60.0	-2.1	-1.3	28	53.6	32	43.8	40	55.0	1.4	11.2
African American	1	-	2	-	2	-	-	-	0	-	2	-	2	-	-	-
Asian	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Filipino	2	-	4	-	0	-	-	-	2	-	4	-	0	-	-	-
Hispanic	9	-	16	56.3	19	52.6	-	-3.7	9	-	16	31.3	19	42.1	-	10.8
Indochinese	7	-	3	-	3	-	-	-	6	-	3	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	31	87.1	29	62.1	32	81.3	-5.8	19.2	30	70.0	28	50.0	33	63.6	-6.4	13.6
Multiracial	7	-	12	66.7	13	61.5	-	-5.2	7	-	12	50.0	13	61.5	-	11.5
English Learner	2	-	1	-	5	-	-	-	1	-	1	-	5	-	-	-
English-Speaking	57	77.2	66	65.2	65	73.8	-3.4	8.6	55	60.0	65	47.7	66	59.1	-0.9	11.4
Reclassified†	8	-	5	-	8	-	-	-	8	-	5	-	8	-	-	-
Initially Eng. Speaking	49	79.6	61	62.3	57	71.9	-7.7	9.6	47	59.6	60	45.0	58	60.3	0.7	15.3
Econ. Disadv.*	7	-	15	40.0	15	60.0	-	20.0	7	-	13	15.4	15	26.7	-	11.3
Non-Econ. Disadv.	52	76.9	52	73.1	55	70.9	-6.0	-2.2	49	63.3	53	56.6	56	62.5	-0.8	5.9
Gifted	35	85.7	25	88.0	31	93.5	7.8	5.5	33	69.7	25	68.0	31	80.6	10.9	12.6
Not Gifted	24	58.3	42	52.4	39	48.7	-9.6	-3.7	23	43.5	41	36.6	40	35.0	-8.5	-1.6
With Disabilities	5	-	9	-	10	40.0	-	-	5	-	8	-	10	30.0	-	-
WO Disabilities	54	77.8	58	70.7	60	73.3	-4.5	2.6	51	62.7	58	51.7	61	59.0	-3.7	7.3
Homeless	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	7	-	11	54.5	13	53.8	-	-0.7	7	-	12	16.7	13	30.8	-	14.1

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**PARENT INVOLVEMENT POLICY**

**San Diego Unified School District  
KUMEYAAY ELEMENTARY  
PARENT INVOLVEMENT POLICY**

Kumeyaay Elementary will provide a flexible number of meetings and a variety of opportunities that allow for parent involvement. Monthly School Site Council/Governance Team meetings are also conducted, providing information to stakeholders relative to programs that support student learning. Parent membership is required and welcomed. The content of these monthly meetings may be translated upon request in other available languages. Topics covered during the meetings will include:

- Review of current student assessment data and student progress
- Strategies to improve the communication between home and school
- Data based rationale and strategies to enhance parent involvement
- Ways to Provide information about available resources for improving student achievement
- Shared decision-making relative to allocations of budget funds
- Evaluation/Revision policies for the school's Parent Involvement Policy
- Focus on diversity

Parental input is welcomed and valued at the School Site Council (SSC), providing an ongoing opportunity for parents in the planning, review and decision-making processes for the improvement of the instructional program and overall school environment.

Important school and district news, upcoming events, and information to provide parents with strategies to support their children are communicated through the following: school website, marquee, Tierra Times Community Newspaper, and periodic letters or newsletters. Parent notices (via flyers, call outs or e-mail) are regularly distributed to promote all events held at Kumeyaay Elementary. Additionally, a telephone/e-mail communication system is utilized to regularly deliver messages and reminders to parents.

All parents are encouraged to join the Kumeyaay Foundation. All parents are welcome and invited to participate in monthly Foundation meetings. The Foundation provides regular opportunities for parent volunteering, as well as social support and fellowship.

The school administrator and teachers are available to parents for informal meetings to discuss concerns or receive suggestions and recommendations. Parent concerns that are related to the SSC/Governance Team will be presented for further discussion and/or decision.

The Research and Reporting Office and the Testing unit notifies parents annually of individual student assessment results. An explanation of the information is available in several languages on the district and state websites.

The community of Kumeyaay Elementary welcomes and appreciates parent involvement, believing that parent support is critical to student success at school.

**APPENDIX C**

**HOME/SCHOOL COMPACT**

## **San Diego Unified School District**

### **Kumeyaay Elementary**

#### **HOME/SCHOOL COMPACT**

**Kumeyaay Elementary** and the parents of the students participating in activities, services, and programs at Kumeyaay Elementary agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during the current school year.

#### **School Responsibilities**

##### **Kumeyaay Elementary School will:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to work to the best of their abilities to meet and/or exceed California's student academic achievement standards as follows:**

- Standards-Based lesson development
- Formal and Informal Single Plan for Student Achievement (SPSA) Goals
- Inquiry methods/strategies to develop critical thinking across the curriculum areas
- RTI (Response to Intervention) support including math support funded by the district

**2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

- Conferences are held in the Fall and Spring as needed or by parent request, and by appointment during the year.
- Student Study Teams are conducted as needed on an ongoing basis.
- Individual Education Plan (IEP) meetings are conducted in compliance with the law.
- 504 Plans are reviewed on an ongoing basis.

**3. Provide parents with frequent reports on their child's progress.**

- Three report cards are issued during the school year.
- Classroom formative and/or summative assessments in the areas of Literacy, Math and Science results will be provided for parents to review at conferences or by request.
- Teachers may send home additional progress reports at a parent's request or according to that teacher's policy.
- Teachers will provide at least monthly communication of academic topics.

#### **4. Provide parents reasonable access to staff.**

- Each staff member will use and maintain their district e-mail account.
- Each staff member will be available to meet with parents at a mutually agreed upon time.

#### **5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Parents may volunteer by contacting their child's teacher, the Kumeyaay Foundation or the front office.
- Parents are welcome to observe classroom instruction. We ask your kind consideration in making arrangements with 24 hours advanced notice prior to observing classroom instruction unless otherwise arranged by mutual agreement with the teacher. Observations may be limited to 30 minutes with the principal present.

#### **Student Responsibilities**

**With support needed, we as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:**

- Making education my first priority.
- Arriving on time and ready to learn.
- Respecting myself, school property, and others.
- Completing my homework as assigned and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving to my parents/guardian all notices and information received from school.
- Following the Kumeyaay Code

Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

#### **Parent Responsibilities**

**We, as parents, will support our child's learning by:**

- Making sure my child attends school every day, on time (unless ill).
- Making sure that homework is completed.
- Maintaining a rapport with my child(ren)'s teacher(s).
- Establishing contact with child's teachers, counselor and/or appropriate school staff regarding academic progress, questions and/or concerns.
- Promoting positive use of my child's extracurricular time.
- Volunteering in my child's classroom, when possible.
- Reading and responding, as necessary, to all communications from the school.
- Serving on school committees when possible.
- Attending parent conferences.
- Working together with the school staff to foster a community spirit.

PLEASE NOTE: SIGNATURES ARE NOT REQUIRED.

Revised, April 2018

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Kumeyaay Elementary	09800	1170	Prof&Curriclm DevHrlyClstrmTchr	\$ 1,650.00
		1192	Prof&Curriclm Dev Vist Tchr	\$ 4,000.00
		1957	Non Clstrm Tchr Hrly	\$ 2,500.00
		3000	Employee Benefits	\$ 1,661.80
		4301	Supplies	\$ 4,349.00
	<b>09800 Total</b>			<b>\$ 14,160.80</b>



**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Kumeyaay Elementary  
*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> <li>- Student work consistently analyzed for strategic unit and lesson planning</li> <li>- Implementation of rigorous instruction to enhance engagement</li> <li>- Differentiated instruction to meet the needs of all students</li> <li>- Use of instructional time observed through classroom visits</li> <li>- Use of pacing guides in Literacy and Math</li> <li>- Use of Proficiency Scales to create common, grade level assessments</li> <li>- Monthly grade level meetings to regularly discuss and analyze data</li> <li>- Teachers engage in training outside of instructional time when possible</li> </ul>
CLOSING THE ACHIEVEMENT GAP	<ul style="list-style-type: none"> <li>- Strategic planning to support students in need of academic improvement with the goal to improve student achievement for all students</li> <li>- Create measurable and meaningful goals for students in our subgroups</li> <li>- Provide appropriate accommodations and modifications based upon individual student need</li> <li>- Meaningful, instructional and focused goals that require Tier 2 instructional support</li> <li>- Continued collaboration with parents and teachers for student monitoring and problem solving</li> <li>- Intervention programs such as “Everyone a Reader” to support students in need</li> <li>- Create goals for students at grade level to move beyond grade level</li> </ul>

<p>PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> <li>- Monthly professional development that focuses upon our district and school wide goals of student engagement and supporting students in need</li> <li>- Grade level team meetings to discuss further strategies to support students, align lessons and objectives, strategically plan lessons and units</li> <li>- Use of teacher capacity builders in Literacy, Math and Science</li> <li>- ILT assists in development of professional development plan, monitored by reflections and implementation of new learning in the classroom and PLCs</li> <li>- Implementation of the Critical Concepts and Proficiency Scales</li> </ul>
<p>GRADUATION/PROMOTION</p>	<ul style="list-style-type: none"> <li>- Continue to monitor students, analyze work and provide supports as necessary</li> <li>- Implementation of support strategies and supplemental resources</li> <li>- Programs such as “Everyone a Reader”, additional work with volunteers, instructional programs such as Raz Kids</li> <li>- Purposeful planning through PLC, PD and ILT</li> <li>- Focused and meaningful goals for third grade reading levels</li> </ul>
<p>PARENT ENGAGEMENT</p>	<ul style="list-style-type: none"> <li>- Provide an inviting and comfortable environment for parents</li> <li>- Encourage parents to volunteer and attend SSC, Foundation and Serra Cluster meetings</li> <li>- Provide parent opportunities to participate in events (Tribal Meetings, Parent Involvement Day, Family Dance, Movie Night, Science Night)</li> <li>- Encourage attendance at Parent / Teacher conferences, classroom celebrations, and Open House</li> <li>- Typically Kumeyaay parents are very involved to support our enrichment programs in science, music and art, and volunteer in classrooms.</li> </ul>